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ABSTRACT

This seminar was designed to facilitate final completion and acceptance of state plans which would govern staff development during the third project year and implement a permanent system for each state participating in the project. Objectives of the seminar were: (1) to describe, analyze, and revise individual state plans; (2) to secure personal and institutional commitment to plan implementation; (3) to provide a framework for review of the similarities, differences and unique provisions of each state plan; (4) to discuss plans for developing, using and institutionalizing regionwide resources during the third year of the project--resources which would become adjuncts to every state training system; and (5) to identify and assess major obstacles to ABE staff development in the next three years. The plan agreed upon at this seminar will: (1) establish the training pattern for the next year, (2) establish many of the third-year and final evaluation criteria for each state, (3) be the basis of budget allocations of project funds, (4) identify state, state grant, and participating agency funds that supplement project funds, and (5) establish a basic and permanent delivery system for ABE staff training. (Author/CK)

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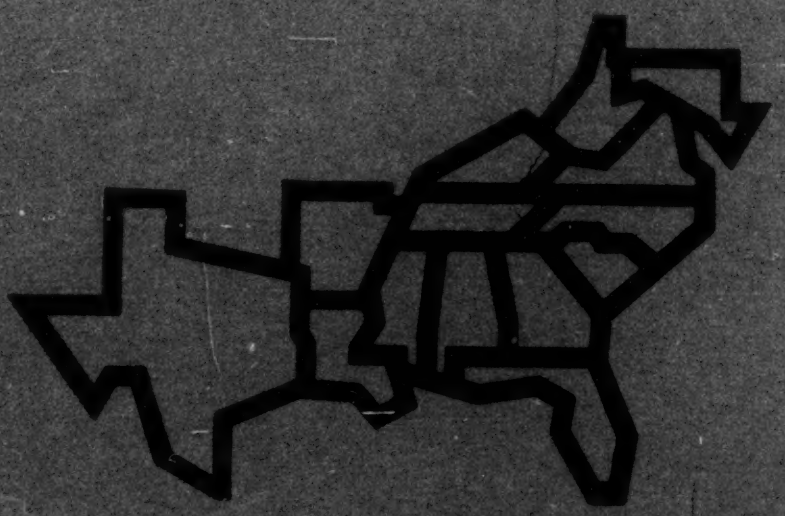
# SEMINAR REPORT

## *FOURTH REGIONAL SEMINAR*
## *SOUTHEASTERN REGION*
## *ADULT BASIC EDUCATION*
## *STAFF DEVELOPMENT PROJECT*

**Stone Mountain, Georgia**

**May 1971**



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SOUTHERN REGIONAL EDUCATION BOARD

REPORT:

# FOURTH REGIONAL SEMINAR
# SOUTHEASTERN REGION
# ADULT BASIC EDUCATION
# STAFF DEVELOPMENT PROJECT

The Stone Mountain Inn, Stone Mountain, Georgia
May 2-5, 1971

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Southern Regional Education Board
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# PREFACE

This publication reports the fourth in a series of seminars sponsored by the Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board (SREB). The first three seminars occurred during the first year of the project. They fostered regional interchange of ideas and experiences, and problem discussion among state department of education, university, and local ABE program staff.

The results of the efforts of this first year were a camaraderie among the participants and a general delineation and respect of the role for each group. They found the need for cooperation to provide meaningful staff development experiences. Of great importance was the evolution of a rudimentary plan encompassing the major facets of ABE staff development in each of the states and the appointment of a staff development officer in most of them.

Under the direction of the staff development officers, more detailed and comprehensive state plans were developed. These established the primary task for the Stone Mountain seminar to be revision and completion of the staff development plans by each state group.

There were some general sessions to review assignments and discuss common problems; the plans of each state were made available and interpreted to all. The most important work was accomplished in state work sessions. We are confident that the completed plan of each state has the full understanding and commitment of the state department of education, higher education, and local programs adult basic education personnel. These form the basis for state and project activities for the ensuing third year of the project.

A last general session initiated the process of identifying existing regional staff development resources and regional resources which should be established. These are reported in this seminar proceedings; the state plans are the content of a separate publication.

Thus the fourth regional seminar was a culmination of two years of staff development experiences and cooperative planning effort. It is, in addition, the point of departure for implementing the state plans, for beginning a new series of ventures to evolve a plan for establishing regional resources and a means of continuing access to them, and for continuing efforts to refine training experiences more precisely geared to the needs of each participating professional group.

Edward T. Brown
August, 1971
Atlanta, Georgia

# INTRODUCTION

The regional seminars of the Southeastern Region Adult Education Staff Development Project of the Southern Regional Education Board (SREB) are designed to provide in-service training and planning experiences to ABE personnel at all levels and across state lines.

The first three seminars were opportunities for local ABE teachers and supervisors, project university staff and graduate students, and state department of education ABE staff to identify the problems of the field, to recognize their regionality and commonality, and to develop a cooperative solution to those which could be attacked through pre-service and in-service staff development. These sessions opened lines of communication and secured mutual appreciation of the role available and advisable for each group in each of the states. Interstate association and discussion through structured interchange assured the consideration of the widest possible alternatives in the use of resources and the role of each group.

The first two seminars fostered regional interchange: in the first, problems of the ABE programs and staffing them were identified; in the second, available and additional resources needed for solving the staff development problems and the role and activities of each were described. The third seminar, based on a year of accelerated staff development activities and the interchange of the first two seminars, established guidelines and the rudiment of a plan for each state. This product, ranging from general to specific, was the basis for continuing study and preparation during the following year.

This fourth seminar was designed to facilitate final completion and acceptance of state plans which would govern staff development activities during the third project year and implement a permanent system for each state participating in the project.

The stated objectives of this seminar were:

1.) to describe, analyze, and revise individual state plans
2.) to secure personal and institutional commitment to plan implementation
3.) to provide a framework for review of the similarities, differences and unique provisions of each state plan
4.) to discuss plans for developing, using and institutionalizing regionwide resources during the third year of the project--resources which would become adjuncts to every state training system
5.) to identify and assess major obstacles to ABE staff development in the next three years.

While the first seminars included large representation from each of the three levels of ABE staff, this seminar involved only key personnel: the state ABE director and his staff development staff member; project staff member and a graduate student from the participating higher education institutions; and three representative adult education supervisors from each state.

## OPENING GENERAL SESSION

The opening session of the seminar was called to order by Mr. James Fling, Chairman of the National Council of State Directors of Adult Education, and State Director for Adult and Vocational Education for the State of Florida. In his opening remarks, Mr. Fling expressed confidence in the SREB project and gratitude for the service it had rendered in the area of staff development. He also expressed a desire that each seminar participant would have a profitable experience.

Dr. William O'Connell, Director of Special Programs, Southern Regional Education Board, welcomed the participants. In his remarks, Dr. O'Connell summarized the history of the Southern Regional Education Board and its present interests and involvement in higher education in the South. Dr. O'Connell also expressed hope for a successful seminar and an enjoyable stay for each of the participants.

Following the welcome by Dr. O'Connell, Mr. Fling introduced Mr. Bill Phillips, Regional Program Officer, Adult Education, U.S. Office of Education, and the state directors of each of the participating states.

Dr. Paul Sheats, senior consultant for the SREB ABE project, introduced the consultants and the project staff.

The keynote address was given by Dr. Edward T. Brown, Project Director of the ABE Staff Development Project. A digest of his address follows.

### Keynote Address
### The Importance of the Next Three Days

We have been two years getting to the point where it would have been nice to have been before being funded.

Where is that?

The point where the plan of a training system is written out and all of the persons and agencies involved commit themselves to it. Two years of experience should have provided the background necessary to describe a complete system--from identifying training needs to efficiently providing with state resources whatever training of ABE staff is required, anyplace in the state.

Our original project proposal outlined this system to include three major resources: a higher education capability, a local area capability, and a SDE capability. Unfortunately, we sometimes lost sight of this initial and basic

objective of establishing capabilities. The objective was obscured by our great rush of activity, stimulated by project funds--holding five two-week summer institutes, initiating 16 university programs, planning and scheduling dozens of short workshops. An even greater number of activities were stimulated the second year. The need for training was so great we had no time to lose. Momentarily, we overlooked the primary objective--development of a permanent system. It is these same experiences, however, which give us the confidence that <u>now</u> is the time to "write down" and "secure commitment to" the plan for operating these activities.

This is the objective of the fourth regional seminar--to finalize the plan for a permanent system of ABE staff development for each state and receive commitment to it from all who draw on project funds.

Our schedule here will enable you to examine the plans of other states and to consider their alternate provisions. This is a step to insure completeness and refinement of every plan. The discussion sessions scheduled for your state group should lead to a common interpretation and understanding of the provisions of your plan.

How did we get to this point?

These have been two profitable years. We have gained much as a project. Each state has established its resources and has provided training activities. These resources would not now be in existence, nor would the activities have been provided, without the project.

In logical order--not chronological--these are some of our gains: we identified and discussed the problems of ABE and found them to be numerous and regional; based on these problems we identified our training needs--general needs first, then specific needs; we created (or in a few cases enhanced) the resources necessary to establishing a comprehensive training system in each state.

These resources are the three training capabilities specified in our proposal--in higher education, at the local level, and within the state department.

## Higher Education

Higher education was first--it was easy! All it took was money to install a faculty member. The institution was there; its traditions and operating procedures were already set. I should also add that the professional capability and motivation of these faculty were high. Professionally almost all had adult education degrees--all had adult education experience. Motivation came from the necessity to justify their new position in order to perpetuate their job beyond the soft money, and their natural desire to do a good job. Our only discord--too many faculty jumped in and tried to set up the "traditional degree" program they had recently themselves completed.

Our rationale of the project was to evolve a new and innovative master's degree experience through the Continuing Consultant Program. This program was made a part of every university SREB agreement. One part of a professor's job was to work as a consultant to local ABE programs. He was required to leave the ivory tower, find out the problems of the ABE classrooms, maybe help solve those problems, but, for sure, upon return to his classroom, to use these experiences to make the content of his courses relevant.

Local Level

Setting up a capability at the local level to be a training resource was a different story. There was no institution with tradition and operating procedures. In fact, there was no precedent and little experience. There were some good ideas and previous practices on which to base activities. The need was so great that action was imperative. Each state built upon its experience and existing capability. Three patterns seemed to have evolved: 1) The preparation of superior local ABE personnel to be trainers. Sometimes they were organized, trained and used as a team, but primarily individuals have been called upon to provide skill training, in their speciality, to a specific group at a specific time. 2) The organization of planning teams to outline and schedule in-service training experiences; typically, these include the area SDE staff member, the university staff member, one, or more local ABE supervisors, and "sometimes" the SDE staff development person. 3) The identification and use of a channel of decision through which the in-service needs of teachers arrive in the SDE office for decision and the state director's decision is sent back down to the local level. The decision can be approval or disapproval, provision for all or part of the necessary funds, authorization for all or part of the activity, or delivery of the activity--either as requested or in a changed form.

One discord in the local capability system is that we have not thoroughly accepted or described it as a channel of communication. We have named the people and their responsibility but stopped short of formalizing it by writing down the pattern for and procedures of operation. For example:

a.) We cite the skilled local trainer to teach his speciality when called upon, but we have not cited the communication channel which leads to selection of the speciality to be taught.

b.) We cite the planning group responsibility to meet and voice its recommendations, but we don't say who determines when to meet and whom to recommend to the committee.

c.) We cite the area SDE staff member as responsible to suggest and recommend in-service experiences for ABE staff in his area, but we do not say who or what should be the source of his suggestions.

We have not said it is the responsibility of the local ABE teacher and other local staff to communicate their training needs to their district supervisor who will communicate them to the area trainers or training team, the service area planning team, or the area SDE staff member, whichever is appropriate. We have not even given the local ABE supervisor the responsibility for ascertaining the training needs of and communicating these needs through channels.

Nor have we said it the other way around--that the SDE director will identify the local ABE program training needs from recommendations of his staff development officer who will secure this information from his contact with local program personnel or from requests through the planning teams.

Without doubt, "capability at the local level"--whether to request, to plan, or to provide training from among themselves--is in need of more definition. In recognition of this we have placed in your folder descriptions of the "local capability" patterns compiled by Preston Torrence. I hope that you will find them a great help in amplifying this section of your plan.

State Department of Education

Establishing the SDE as the third capability or resource was relatively easy. Project activity had to be initiated and stimulated from this office. Our function here was to establish the leadership role, and to create or enhance staff capability to perform it. And again we can point to some successes:

1.) The staff development responsibility has been assigned to one person on the staff.

2.) In a few of the states an in-service planning group has been named or identified. The group in one or two of these states has met and been used to help in planning in-service training, as well as to help in designing the staff development system.

3.) Each state has produced a permanent staff development plan ready for the final draft; the full commitment from the state director, his staff, the professors, and the local ABE personnel who have had responsibilities assigned by the plan; and trial use, evaluation, and possible revision during next year. The criterion for SREB approval of third-year state project budgets will be "does it implement the plan?"

One discord must be mentioned. We all agree with two principles--(1) that those to be affected by any action should be represented in its planning, and (2) that everyone is entitled to be advised of his responsibilities. The drafts we have now need additional specificity and clarity, if these two principles are to be among our guidelines.

This then is where we are now--each state has an excellent but still incomplete definition of a system for ABE staff development. Some of these plans may need additions, and many of these plans may need refinement. Each of these plans needs study and analysis by the state clientele to the point of understanding and commitment.

Here are a few of the implications of what I have said:

1.) The plan you agree on by Wednesday is the one which will appear in the proceedings of this seminar. It will also:

   a.) establish the training pattern for next year

   b.) establish many of the third-year and final evaluation criteria for each state

   c.) be the basis of budget allocations of project funds

   d.) identify state, state grant, and participating agency funds that supplement project funds and can be claimed as cost-sharing

   e.) establish a basic and permanent delivery system for ABE staff training.

What you write into the plan and gain agreement on is what we will fund, what we expect to see happen, and what results we will evaluate in the third project year.

Let me emphasize this strongly: <u>this is not just your third-year plan; it is your draft of a permanent system</u>. It is not an SREB or project plan; every specification in it is yours. The energy to implement and improve it must come from you. Project funds and staff are available to aid you in the tasks you established for yourself in the original project proposal.

2.) In terms of next year's seminar program activities, we can divert our planning energy to qualitative improvement of our system and each of the elements:

   a.) SDE's more frequent and better use of local capability personnel

   b.) provision of in-service training of SDE staff members

   c.) analysis and improvement of higher education degree course patterns and course content

   d.) provisions for in-service training of higher education staff

e.) analysis and improvement of the local in-service capability both for communicating training needs and for meeting them, and

f.) provisions for in-service training of teacher trainer staff.

All of us are proud of your accomplishments in these two years. You have established the resources in your states and exercised them in the activities of training ABE staff. Together we have established a mechanism for the region to attack cooperatively the persistent problems of ABE and we know these problems are common throughout the region. We are flattered that four or five of the other federal regions submitted proposals emulating our organization and activities. Our efforts here will provide the instruments to communicate to the state, to the region, and nationally how great and permanent our success has been.

Following Dr. Brown's address the opening session was adjourned.

## GENERAL SESSION II

The second session was convened at 9:00 a.m. Monday, May 3, with Mr. Norman Parker, ABE Coordinator, Alabama State Department of Education, presiding.

### Setting the Task

Dr. Paul Sheats

It just occurred to me that in the light of your request for a summation, I should state my perceptions of what the tasks are and then, Ed, if I'm off the beam and if I haven't got it, you really need to do some remedial teaching.

Let me say first that I haven't seen most of you since New Orleans. As many of you know, I lit out from there practically right away, and started on a sabbatical, expecting not to think about Southeast region or adult basic or anything else for the next six months. Lo and behold, when I get down to Australia and New Zealand, the first thing I know is I'm out in the field worrying about the same kinds of problems we were worrying about in New Orleans. It was a good experience for me, because it taught me that one's problems are not original, they're worldwide. And when you're talking about the folks who are disadvantaged in terms of educational opportunities, you don't have to talk just about our situation here at home. The folks in Australia working with the aborigines are really doing some things in terms of developing new approaches that I think we could learn a lot from. If someone twists my arm, I might even tell you about it.

As I listened to Ed, and as we talked at staff meetings yesterday, I got at least three major points. Let's see if this checks out with what you heard. It may not sound just the way Ed said it, but this is what was communicated to me. Here you are; you've been working on these plans. There's a real risk that the "everything is beautiful" syndrome will take over at this point. You know what I'm getting at? You've worked on these things back home and they look pretty nice to you, at least. You come out here and now you're asked to re-think these plans and make sure you said what you really wanted to say. This is kind of tough--to ask you now to take a new look at this, a new critical look at what you've developed and see whether the plans as now stated measure up to the kinds of questions and challenges that Ed was posing.

One of these I saw with reference to the capabilities of institutions of higher learning. I can say this perhaps more easily to the university people than to the other groups represented but is what Ed said really true? Are we guilty? We in the universities--are we guilty of looking at the professional training responsibilities that we have from the university base in terms of only replicating what we went through? And is this enough? Is this enough to do the job? I think the implication of Ed's question obviously was that it isn't. And that part of the bargain was that we would design training programs that were uniquely established in relation to the needs of the state, in ABE professional development. Have we done that? I think this is one question he's asked that he wants you to think through again. Is the culmination of in-service training activity campus-based programs, degree programs, what you really need and what you really want?

In passing, when I went through these reports and saw the summation of what's happened in terms of proliferation of involvement of institutions of higher learning in the region and in terms of the actual number of programs--it really scared me. I don't know whether you can maintain a viable program at all the institutions that are now involved. I think it's something you need to look at in terms of your state plans. That's free; that wasn't something Ed said.

Number two, I heard Ed say with reference to this problem of local capability. What about the involvement of the local people? Why are you here, for example, as part of your state team? Why are the local coordinators here as part of the state team to develop this state plan and give it a final going over? Are there in fact blocks to local participation in the planning process? We've said a lot about collaborative decision-making, democratic participation in problem solving and all the rest of this, but are these just high-flown words or do we really mean it? I think the fact that the local folks are here means we're at least paying lip service to this, and I don't know that anybody but you can face up to this question. Are the local coordinators in fact experiencing difficulty in making their inputs to the decision-making process effective?

How do you feel about this? And let's get it out on the table. Because if we haven't licked that problem within our states, we're not in very good

shape regardless of what the papers look like. This raises all kinds of sub-questions then. Those of you who have the geographical quadrants (or whatever breakdown between the state department and the local team), to what extent is this bridge between the local and the state really holding up and performing its function? How do you see this whole process of interaction and joint collaborative decision-making working in terms of the plan you've proposed.

Now three-- talked about the state department of education as the third element, as the third part of the team. And I take it he was asking us to review again just to what extent the state department people have been successful in delegating responsibility for decision-making to the folks who know most about the problem. Here again you get into the question of what's the division of responsibility between the locals and the state. And it's an awfully easy thing to talk about how important it is to get the decisions made at the level where there's the greatest understanding of the problem. But it's kind of hard to really follow up on this and practice it. You know, nobody given administrative responsibility and authority likes to admit that he has to turn to somebody else for the answers to the question. It's sort of ego destructive to be in a situation where you say, "Well I don't know what the answer to that problem is until I check with our people, with our team." Under the kinds of pressures that operate on administrators (who are doing a lot of things besides trying to manage and direct an ABE program) just how successful have we been in terms of team building and of delegating responsibility of being willing to take the rap when it means stalling an answer long enough to find out what the folks in the field really feel about it.

Ed, I don't know whether this is getting close to what you were trying to pinpoint and maybe I've overstated some of the questions as I heard them in order to try to make a point with the teams as they go to work. And you can respond in a second.

I wanted to add one of my own that Ed didn't talk about. I don't think there's any point in taking time in the short period we have this morning to tell you how good these plans are--you know that anyhow. But I was kind of surprised that there was so little reference to the relationship between planning ABE programs and executing them, and the whole field of community action and community development. I guess maybe part of my concern on this was that I only found two reports where there was really any reference to community development programs and the relationships between community development and ABE. Maybe I'm sensitive to this because of the experience in Australia and New Zealand.

My perception of a lot of stuff that's going on in the name of ABE is that it doesn't have any relationship to the survival of the people who are getting the experience. It is not perceived as being built into the process of personal problem solving, that they face in order to survive as part of the community. Well, that's my bag.

At the completion of Dr. Sheats' presentation, this session was adjourned.

## GENERAL SESSION III

The third session of the seminar was devoted to state plan analysis. This analysis was done in state group meetings composed of state participants and a consultant, with state directors presiding. In these meetings state groups were given the opportunity to read and discuss the state plans for staff development in their respective states in terms of the adequacy of plans relative to state department, higher educational, and local program concerns.

## GENERAL SESSION IV

The fourth session opened with Mr. Charles Kerr, Coordinator of Adult Education, Tennessee State Department of Education, presiding. This session was divided into three panel discussions.

## PANEL ONE

Presenters: MISS BONNIE HENSLEY
Adult Education Division
Mississippi State Department of Education
MR. ROBERT MARSHALL
Coordinator of ABE Training
Albany State College
DR. ROBERT PALMER
Assistant Professor
Department of Adult Education
University of South Florida, Tampa

Moderator: DR. ARTHUR BURRICHTER
Assistant Professor of Education
Florida Atlantic University
Boca Raton, Florida

Topic One: The problems related to the involvement of higher education personnel in local ABE programs and what benefits have been realized as a result of higher education involvement

Dr. Burrichter opened the panel with the following remarks:

It's a pleasure to work with the three people who are up here. I don't think there would be any doubt in the minds of those on the panel that there has been a significant contribution made in the past and will continue to be on the part of the colleges and universities which are involved in this project.

But our purpose, of course, this morning is to try to look at the kinds of benefits which we have experienced or feel may have resulted up to this point, and yet to be realistic enough to face the fact that it isn't all peaches and cream. We recognize that with your help and some additional input perhaps we can focus on some problem areas where we may be able to incorporate some changes as we look at our state plans.

I'd like to introduce first of all the most beautiful member of the panel, Miss Bonnie Hensley, who is a special consultant with the Mississippi State Department of Education. It's a pleasure to have such a fine addition to start off the session this morning. Bonnie.

Presentation by Miss Bonnie Hensley

When we talk about problems, especially the university problems, I wonder why I'm here from the state department of education. But I went around and asked all the people in the university, and their problems are what we had found to be true. They fall into three categories.

The first area deals with the problem of invitations from local programs for visitations. Sometimes the invitations are very vague and general in nature. They will say, "Come, you have a standing invitation to come to our school any time, and visit our program. Come at your convenience." But this is where they leave it. They give no specific reason for inviting the university staff to come to the program. Another problem is that many times it is necessary to have an invitation; you just can't initiate it on your own and go into the school. And we'll talk about this in another one of the problem areas: waiting for an invitation from the school. Often times we feel that it is just neglect on the part of the school and making certain the invitation is there to visit.

Then the second category that our problems fall into is the infrequent requests for help from the schools. There are several things that could cause the infrequent requests. One is the lack of knowledge of available resources--that here on the various campuses there are resources that can be called upon. Now this is just a lack of knowledge. Whose fault is it--ours at the state department or the local program, or the university? It could be a combination, but there is this problem.

Then there is a lack of confidence in the assistance available at the university or college and what it can do for the local program about its problem. There is an attitude of some administrators toward outsiders coming into the school. This is what I mentioned earlier when I said that the invitations were neglected. Many times these people don't want insurance salesmen, and people of this type coming into the school and they have signs up saying go by the principal's office before you come in. This causes some of us to hesitate to go in without an invitation from the school. Then sometimes it's a lack of initiative of the supervisors of the program to get the teachers for a training session or seminar of some type. Their schedules are busy, and they think this will take a little more time to sit down and write this university person to come in and get our teachers together for another training session.

The third category into which our problems fall would be the amount of time that is available to get to the local programs, if the requests were made from the local programs to come. Some of our staff members are part time and they have duties and obligations that are demanding their time, other than visiting adult education programs. Some graduate councils feel that the professors are spreading themselves too thin by taking on this as an extra assignment. They consider this consulting field service something extra, and they think they should be back at the university contending with those problems there and not out in the local programs.

Another problem we have is a heavy teaching load that would leave very little time for this visiting; if you're teaching three nights a week, that doesn't leave very much time for you to go into a local program to visit. This constitutes the three categories into which most of our problems fall.

We can also see benefits, not just problems, coming out of these visits. In talking to some of our local program supervisors, I asked them about the benefits that they felt they had received from the programs of the college and university staff members.

One benefit received by local programs was guidance and planning for the in-service training programs that they were having. These programs were also able to get help from the college and university staff members in the area of curriculum selection. This service should be available from the state department of education, and it is, but there is another dimension of it when you involve university staff members.

Guidance for local research is another area where benefits have been derived. In two of our local programs, we are doing research--one is on dropouts, I believe, and the other on follow-up of students. Both of these endeavors are aided by the university staff members.

Our local supervisors say that they get more information about adult education nationwide--new things and research that is taking place. We find that the local school administrators and supervisors are just beginning after two years of this to utilize this consulting field service. It has been very favorably received in the areas where it has been used. There is increased confidence on the part of local administrators in adult education generally, not only in terms of what is available but in terms of general acceptance of ABE. They have been aware of it. It may not be your problem, but in many cases one problem we have is that people don't know anything about adult education or what it is at the local school administrator level. Now they're hearing about it, and it has been helpful to us.

Finally, another benefit has been that teachers know professors on different campuses and when they have problems they know where they can go to get help; they also know what is available as far as classes being taught on- and off-campus. Teachers in ABE are taking advantage of more courses in adult education as a result of these contacts with the university professors.

Presentation by Mr. Robert Marshall

The problems I think higher education personnel faces in its involvement with local programs are 1) training necessary for an effective ABE teacher; and 2) lack of productive relationships among college personnel, local teachers and local coordinators.

As I work with local coordinators, I find a wide difference of opinion relative to the training necessary to produce an effective ABE teacher. It would be helpful to college and university personnel if there was some agreement on this point. I feel it is the responsibility of the college and university personnel to take the input from the coordinators, along with their findings and develop a curriculum to meet the needs of the teachers.

I think college and university personnel must put forth a greater effort to develop a better relationship with local teachers and coordinators. There is still a lack of trust of college personnel on the part of local teachers and coordinators. The feeling is that university people come to criticize what is being done, rather than to help improve and find solutions to problems identified.

Some teachers and coordinators are reluctant to talk about their problems. We have not established the rapport needed for them to come to us with their problems and give us an opportunity to help them. Instead, local people tend to contend that all is well.

Some of the benefits that have been derived as a result of university involvement in local ABE programs are that we have 1) the privilege to visit the local systems and actually see what is being done at the grass-roots level of ABE programs; and 2) the opportunity to talk with ABE students and get their ideas as to the benefits they are receiving.

With the input of students, teachers and coordinators, we can set up workshops, seminars and institutes and develop a curriculum on the college and university level that will meet the needs of the ABE students.

Presentation by Dr. Robert Palmer

The involvement of university personnel with local ABE programs and the accompanying problems vary in kind and magnitude for several reasons. One certainly is the charge given the university faculty representative for the Region IV project. He is responsible for three operational components, as outlined in the project: 1) establishing a graduate program in adult education, 2) research, and 3) a continuing consultant program. Emphasis on any one of these components would obviously evince more problems from that function and dictate the nature of the problems.

The kinds of problems that exist, then, to a large degree depend on the university component's thrust. Considerable time and energy, for example, can be expended in getting a graduate program approved as well as adequately

implemented. Problems encountered here are not unfamiliar in the university setting; the process, while time and energy consuming, is simply a matter of satisfying established procedure. This component and the research component are understood and accepted as bona fide university responsibilities by the university community and the public. With the possible exception of the problems encountered when scheduling large numbers of classes off-campus, including the loss or diminishing contact with campus activities, and the problems of involving other university disciplines in the Adult Education program, other problems connected with these two components can be solved in a more or less routine fashion.

In most instances priority was given to establishing adult education graduate programs. Little time and attention was devoted to the problems of institutionalizing the continuing consultant component. This problem will be difficult to solve because there is no university-based financial support to accommodate the service. Traditionally, such service has been paid for by the agency requesting it.

While it is not known precisely how much progress has been made in each of the universities regarding this consulting component, it is known that the service has been neglected for various reasons. It is a service the local ABE programs are not accustomed to receiving; and, consequently, is not missed in this sense. It is a service, however, that is needed and could make a vital contribution in the total scheme for staff development.

The remaining year of the project may not provide sufficient time to adequately compare notes among the participating universities with regard to the process of institutionalizing this component. Additional time, therefore, will be needed to devise a systematic approach to solving the problem. If this is the case, and the several states still want to implement this component, some sort of machinery should be established now to assure follow-up.

Local adult education program based problems are complex and not always understood. Nor have they all been identified. Lack of advance planning and scheduling of various activities, such as credit and non-credit courses and workshops, short-term in-service meetings and conferences, is a problem. Perhaps it exists because local administrators are not yet accustomed to the availability of the university services and the need for advance planning and scheduling. Some claim it is impossible to plan any in-service activity a year or more in advance because of the nature of the ever-changing programs.

Some local administrators feel they are capable of conducting, without university assistance, their own non-credit in-service training, limiting university involvement to credit courses only. Lack of acceptance and confidence that university faculty can meet their practical needs no doubt contributes to this limiting factor.

A major benefit derived from the higher education involvement is the two-way continuing contact that is taking place between the university and the local adult education programs. Local administrators are beginning to expect

help from the university in a way they had not previously expected. The university adult education departments, because of their continuing consultant function, know better what the local programs want and need; and as a result, can plan and conduct their services accordingly.

Discussion

Following the three presentations, an open discussion consisting of questions and comments from the floor took place. Dr. Burrichter made the following remarks prior to entertaining questions and comments:

Before we throw this open I'd like for you to think with me for 30 seconds about what we know concerning how adults learn, from the standpoint of the problems we've talked about this morning. It seems to me the image which a university portrays or which already exists is based on what we know about adult learning. It seems to me that one of the things we've learned is that it's not really what's there, it's what people think is there. For that person who's threatened by the university, there are some implied ideas people have about university people. For example you hear people say they can't ever relate to those of us out here.

Generalizations are made about state department of education because of a job done by this person or that person or someone else which may not reflect the state department at all. We find this to be true for us. So the image of the university, for me at least, is not what the university really is, but what the people out there think it is. And I continually have to remind myself of this--"Look if you'll just listen to what these people are saying, they're going to tell you how they see you." If I can really tune in to this and not be prejudiced by how I think the university is, then I find out things I really didn't know before.

Perhaps we should allow questions from the audience. It seems to me we have identified some strengths and perhaps we should look at these first.

Comment: Many people are not aware of this consultant service that universities are supposed to offer. I think we all recognize for too long the university has served itself more than the people, and since our times are changing, I think our universities are going to have to bring about some change and it may just begin in a program like this that this change can be brought about.

Moderator: Thank you, I couldn't agree with this more. Someone has suggested you go out and assume you are providing a function by letting the university get broader coverage, and maybe help set up an elementary education class as a result of a contact you make about adult education. They say, "Well will you tell Sister Susie when you get back there we need a class." Yet reality is, that unless the name of the game is consultant money for many of the profs or overload pay, don't talk to me about going off-campus. My responsibility, friend, is right here and I'm very satisfied staying right here. Now if you want to get me an extra $1500, I'll be happy to go.

Comment: You go out to all these counties and you present an image and the people like it and they want you back for all these activities. When you get back to your home base, you've got seven activities and you can't split yourself so they're going to send someone else. Then you hide from the county and the county wants you and not who the universities send as substitutes.

Comment: Unless it's my imagination, I'm really concerned; the whole concept of taking the program to the people in adult education is threatened. In our own state from the university point of view the program is threatened. We had seven continuing education people serving in the 12 county areas as administrators. They cut five of them out--that leaves two. I understand from Ed that they cut his travel out for his continuing education class. I only mention this, Dr. Brown, because it isn't only the continuing consultant function non-credit offerings being threatened here, it is the whole concept of staff development and of taking the program to the people, not necessarily requiring the people to be on campus. At least where our state is concerned, the continuing education function is being cut off.

## PANEL TWO

Presenters: MR. FRANK COMMANDER
Instructor
Department of Adult Education
University of Georgia
DR. HARRY FRANK
Assistant Professor
Adult Education
Auburn University
MR. TED FREEMAN
Program Coordinator
Office of Adult Education
South Carolina State Department of Education

Moderator: MR. CHARLES BARRETT
Director
Adult Education Division
North Carolina Department of Community Colleges

Topic Two: The in-service training needs of state supervisory staff in relationship to their roles and responsibilities in staff development

Mr. Barrett's opening remarks were as follows:

I think because of the studies we've been doing with the development of state plans, we all have some definitive ideas of what that relationship and what that responsibility should be. I was thinking, as Art was talking about

the state staff, (paraphrasing Winston Churchill) in relationship to the size of programs that have been developed since the emergence of Adult Basic Education in 1964, it's possibly a truth to say that never have so few done so much with so little. It is important to recognize that, in the beginning, we did not have a cadre of trained people in adult education and adult basic education. Today we do not have large numbers, but gains have been made. I think it is a question that we need to consider further.

Today, I think we are fortunate in having two people who can discuss this from several levels. One is Frank Commander, an instructor in the department of adult education at the University of Georgia, a former state director, and a former director at the local level. He can speak on this question of involvement with the state staff in this program from both sides. Speaking with him is Dr. Harry Frank, assistant professor of adult education, Auburn University, Auburn, Alabama.

Presentation by Frank Commander

A major problem for optimum development and implementation of effective adult basic education programs has been the extreme shortage of professionally trained personnel to plan, develop, and implement these programs, particularly at the state staff level. It cannot be overemphasized that the success of ABE programs depends upon the ability and competence of state staff personnel charged with developing and implementing the various interdependent facets of the program. The task is enormous and extremely complex and the competence of personnel cannot continue to be left to chance.

The training needs for competent staff personnel can be demonstrated in a number of ways. One of the most obvious is the source from which ABE personnel are recruited. The majority of state staff have been recruited from other facets of the education enterprise and have had little or no previous training and/or experience in ABE. This then, involves a long and sometimes ineffective "on-the-job" training program where the development of necessary competence and expertise is largely by chance. Also inherent in this type of promotion/transfer scheme is the transfer of conventional philosophy and methodology from regular school program to ABE.

The demands of an expanding ABE operation have created personnel needs and requirements of such a magnitude that simple in-service training and "drop-ins" on summer institutes will no longer suffice. In most cases, state staff members have across-the-board service line supervisory responsibilities along with program-planning-administrative responsibilities. Their need for broad-based, professional training to assist with the demands of their positions is great. Five basic functions of state staff personnel identify the major content areas to satisfy training needs. These functions are proposed as: 1) planning, 2) organizing, 3) staff development, 4) supervision, and 5) evaluation.

Presentation by Dr. Harry Frank

Any discussion of the roles and responsibilities of the state supervisory staff should initially include a role definition. Because of the rapid changes being made in adult education and the establishment of ABE centers in even the most remote hamlets, the roles and responsibilities of the state staff are changing. Should the state staff assist in the direct supervision and in providing high caliber training of teachers, or should they continue to be concerned primarily with administrative problems? It can easily be seen that the two roles are quite different and require different competencies.

Once the roles have been defined for the state staff and job descriptions legitimized, then positive and negative sanctions need to be imposed if the roles and responsibilities are to be achieved. An inventory of the competencies and experiences of the staff needs to be completed so that each member will be placed in a role that will utilize the strengths of that member. At the same time formal education courses and other learning experiences in the areas of weaknesses can be planned to build each member to maximum productivity.

Comment: Harry, are you recommending in that last comment that you made that the in-service training for ABE staff be self-study analysis on the job, or are you recommending presenting that type of thing in a course?

Response: I think there has to be both, further definition of what the roles are, then formal and informal learning experiences. I'm afraid we haven't paid enough attention to the training of college professionals to keep up with day-to-day training.

Moderator: I'm going to exercise a privilege I have here as moderator to just say a few things mainly because we had two university presentations and we were scheduled to have a state staff person, and I am he. I am changing roles. I think this is one of the critical areas of the total field of adult education, the relationship of the state staff department, the delivery system people and the universities. I wonder if we are really totally truthful about this relationship in terms of what it could be and what it should be.

Charlie Kerr mentioned this as we started this morning--the idea that going back to school sends chills up and down your spine. What do you mean when you talk about going back to school? Is this threatening to you as a state director. Then I was thinking, as Art Burrichter was talking, about the accountability system in which you are involved with the course FTE or the number of hours and so forth, and certainly this is true at the state staff level. I wonder if the universities are really aware of what we are doing in the same areas. We are constantly encouraged to go back to school and I was so pleased to hear you say that there needs to be some in-service education on the other end. I'm assuming that you meant to find out what we're doing. Then when we come in, you could be able to more directly and specifically relate to the types of instruction we could have. I feel this needs to be said. I sometimes wonder if there is a severe credibility gap between state staff people and university people in this understanding.

Question: Why couldn't the state supervisors take the university personnel into his area and introduce him to the grass-roots people? I think we do this in South Carolina.

Response: It seems to me this is necessary because as I view the role of the university people, they really are no authority for going into this school district in the same manner as you have, representing the state department of education.

Comment: I think that we probably have done much for the residents. I think it's entirely possible for supervisors to be able to help with the instructional phase and maybe this is one way that they can assist us to serve these people. But we need to be sure that the people have the opportunity to develop certain specialty areas which they can confidently help in. In Alabama, many of our supervisors have been enrolled in formal courses. We encourage them to use this in working with people in the field.

Comment: Your answer is pertinent to our second question on utilization of state supervisors.

Comment: I think there are limitations. They have a lot of obligations and responsibilities; I think there are some things in particular, as resource people, we have to recognize about universities: there are some limits to what you can do with them, but certainly they can be utilized the same as other persons who have stated competencies, as resource persons.

Comment: I think we're still skating around the problem by saying that yes, everybody needs staff development, but at least the way I've heard it, we haven't hit upon any particular problem area in the continuous training of state department personnel as one component. There has not been much coming out of saying, granted there's a problem, are there some other possibilities? We've had a couple; yes, the state department people are being involved in courses; yes, they visit local people, but then we come back to in-service training many times. They throw immediately a course in the curriculum. I think in-service can be done in twenty-five different ways without ever having to meet in a large group setting. I think by in large we have forgotten about recommended reading and short-term seminars, where you're in for a couple of hours discussing a problem. This is an aspect of in-service training.

Comment: I couldn't agree more with Frank. If we make training somewhat more systematic, without ever having had a course for making it systematic, that should be part of the state plan, as far as what you are going to do for the state department.

Comment: They have to go through this in-service kind of thing the same way. Many times they are not going to be in a large group session, although SREB for instance has presented two things which have been reasonably valuable, the one on evaluation and the one with Dr. Knowles. Much of this rides directly back on that person saying I've got to do my reading; I've got to do my local visitations; I should be on some professional committees and figure out what all the problems are.

Question: The question arises here, how do you write their activities into a state plan for staff development? You can write a general plan of ten pages and tell what it's all about and not say the first thing about how it's going to be implemented. For example, you said that the state department does some of the things the university doesn't. Not only in the state, but in the area my university serves, I don't know what the area supervisor is doing all the time in teacher training himself, not only himself, but other people he has contacted other than yours truly. He doesn't always know what I'm doing. Now where do we get the guidelines for getting the proper cooperation here?

Response: I think that if we had some recognition of responsibilities in doing these things, there may be differences in terms of what people on the state staff can do.

Comment: Isn't it true that this kind of training, this kind of study has to be regionalized? It's completely impractical and out of the potential of local states to bring in the kind of consultant and educational staff that will be necessary to train one person in a department who has a major responsibility in curriculum or one person in a department who has the major responsibility for materials, or even in terms of bringing together the kind of education that college professors need when you have only three adult education professors in that state. You just can't stand that kind of expense. So at this point we just might be talking about the only practical solution being a regional effort for this kind of educational training.

Comment: Frank brought out a lot of things that are essential in a program by implication. I felt that he was implying that the state staff will do all these things. Now we all know that this is impossible, so then the big rationale of staff development is here, if we can do things in cooperation and determine functions that need to be done in a program and give the locals the expertise to carry them out. About all we can do at the state department level is monitor. We can't go in there and deliver service.

Moderator: I think there is another part to that, if I'm not off base. There's a basic assumption here that state staffs are the same in terms of position relative to the total agency structure, and that those persons who are assigned the responsibilities for adult education programs have a similarity from state to state. We know this isn't true. I think to be effective regionally in structuring some sort of in-service or professional staff development training this difference would have to be recognized.

Comment: Definitely I think there could be better utilization of that state department of education staff, particularly from the standpoint of the area supervisors. All the states have personnel now; maybe we are not tapping the resources these people have. I really believe that utilization of some of these supervisors could be a lot better than they are. I know in Alabama they do not go in, unless they are called for, and many people will not take the time to call for them. Maybe there needs to be a way to bridge the gap to help the local people in these kinds of things.

Comment: Another source we haven't heard, but one that I think has a real role in professional development in-service training is the role of the state professional adult education associations. I think increasingly a lot of the state associations have been moving more and more in the direction of political action as being their primary function, and we don't want this to weaken in any way. But I think that those states that do have good strong professional associations can find ways of cooperating both with the state department of education and with the university in decentralizing training opportunities making them available to more and more people.

Comment: I definitely feel there is a great need for in-service training for state staff members on the university and college level, and there are many of us in this field and what knowledge and skill we've attained have been acquired, and the acquired knowledge and skills from the other field we were in, so there is some conflict, sometimes frustration and confusion, as to this knowledge and skill, coming from one field back into adult education and then taking them back out into a local program. What I'm trying to say is obtaining authority and competencies in order to do a better job out in the field. I think this is definitely a need.

## PANEL THREE

Presenters: MRS. KATHERINE MOSLEY
Assistant Professor
Jackson State College
DR. HAROLD ROSE
Assistant Professor
Adult Education
Morehead State University
MR. TOM SCAGLIONE
Hillsborough County
Adult Education Center
Tampa, Florida

Moderator: MR. CHARLES THOMPSON
Adult Basic Education Coordinator
Sumter, South Carolina

Topic Three: How in-service training for local ABE personnel can more adequately meet the needs of ABE teachers and administrators

Mr. Thompson introduced the panel with the following statement:

If we on the local level don't do things as they should be done, it is because the college and university folk and the state department folk dressed us backward. This morning our panel is going to tell us some of the ways or means as to how in-service for local ABE personnel can more adequately meet the needs of ABE teachers and administrators. I'd like to present the beauty first, and save the remnants for the end, so at this time let me present Mrs. Katherine Mosley, who will begin our presentation.

Presentation by Mrs. Katherine Mosley

I am a bit out of place discussing the topic assigned me, in that I am neither an ABE teacher nor administrator. However, before any training can more adequately meet the needs of anyone, certain conditions must be present. The first is: there is recognition that a need exists. The second condition: this need must be expressed. The third condition: something can be done about the expressed need.

Since needs of ABE teachers differ from those of the ABE administrators, an ABE graduate class representing five different ABE programs suggested the following ways of more adequately meeting their needs.

1.) Devise some methods to make attendance at all workshops and institutes mandatory for all ABE administrators, supervisors and teachers. This would permit open communication on issues and procedures.

2.) In-service training should be given to local teachers who are not attending classes or workshops, nor do they avail themselves of any type of training.

3.) Provide good resource persons where the exchange of ideas is encouraged. What is workable in one situation is not the answer in another.

4.) Since the majority of local ABE teachers are currently employed in elementary and secondary schools, attention should be given to seeking out and training other persons to assist with ABE classes. Maybe paraprofessionals and teacher aides?

5.) To see a good unit is better than to hear a good unit.

6.) Last, but not least, careful selection of consultants should be considered. Too often consultants turn out to be <u>insultants</u> in that they are not able to relate to their clientele.

Presentation by Thomas Scaglione

Before I can expand on the future plans of Hillsborough County, I must give some background information.

As you may know, I have been placed in Hillsborough County as the Adult Staff Development Coordinator through the efforts of the Southern Regional Education Board, the Adult Department of the State of Florida, and Hillsborough County School Board. Prior to my appointment (April 1, 1970) one year ago, the duties of staff development rested on the shoulders of the director, Don Cammaratta. Once appointed, I became the extended arm of the director, and together we discussed several strategies for the training of adult educators in Hillsborough County.

One of the strategies involved the expansion of the staff development responsibilities from the coordinator, by adding four learning specialists to concentrate primarily in the following subject areas: English, science, mathematics, and social studies. With this staff, we have surveyed the needs (strengths and weaknesses) of the adult instructors. We have done this through individual classroom visitations and rendered services that aid the instructor's task, through pre-school conferences, through faculty, groups, instructional committee groups, subject area councils, principals' councils, and counselor/librarian councils. These activities are continuous throughout the year. We also have a continuous evaluation plan developed in conjunction with the aid of services rendered by Dr. Robert E. Palmer, sponsored through SREB.

Who should be trained?

We feel that the adult basic education instructors presently employed, and those identified as potential adult basic education instructors should be trained. We also feel that we should not limit the training to ABE instructors only, but to any adult instructor presently employed, not to mention those who have made application for a teaching position in Adult Education.

Who should do the training?

We have in our region a number of highly capable resource persons in the Southern Regional Education Board staff, the Department of Education Adult Division staff, the University of South Florida Adult staff, various public and private agencies; and let's not forget the specially trained personnel for this area, Dr. Robert E. Palmer and myself.

What should the training contain?

The emphasis of the training should be aimed at the instructor's role. I say this because I have observed approximately 80 percent of the adult instructors duplicate their daytime lesson plans in the adult classrooms. They perceive themselves as the "givers of information" or "enforcers" of the policies. We need to change their perception of their instructional roles to be one of a "human catalyst" or "facilitator" or "assistant" to learning. This training should be developed in a sequential growth pattern and individualized as much as possible. For example, the instructor is also an adult learner and has individual needs in becoming a better instructor. Why not develop training activities that will encourage the adult basic education instructors (all adult instructors) to bring his teaching experiences, present motivations, personality, and future goals into a professional learning experience?

To implement this change, the ABE administrators must be trained as models. What I mean is that the administrators must also be "human catalysts" or "facilitators" of learning. The in-service training should encourage involvement on the administrators' part to become active participants of the ABE groups--not the leader and organizer of the activities to be planned, but the resource person that can point out the administrative limitations.

In an approach of this kind, I believe the outcome to be one of service to the ABE students. I will also help the administrators identify potential leaders in the ABE instructors' ranks and finally, we can plan projects of research for action purposes.

All of the problems mentioned by the university personnel (Panel 1) and the state personnel (Panel 2) are also mine because I am at the bottom of the team. Another reason is because I am truly the local (LOCO) person.

My problems are many and varied; however, I will mention some of the ones I feel most important.

1.) Acceptance of a staff development person by the local ABE Coordinator.

2.) Access to the internal records and communications related to the total ABE Program (past, present, and future).

3.) Convenient meeting place and time for the ABE instructors. All our instructors are working evenings (two nights per week) and most are enrolled in a university course one evening. The rest of the time is owed to their own families.

In regards to training needs, I feel that ABE instructors should be exposed to guidance skills and knowledge of community resources, and aware of the fact that they must be able to honestly feel for their students.

At present in Hillsborough County, the staff development coordinator has a staff of four learning specialists to cover the total county. They make regular (weekly) center visitations and provide input necessary for the planning of in-service activities.

Presentation by Dr. Harold Rose

Adult educators have always stressed the meeting of needs as a major principle of adult education. However, a major gap exists between the theory of adult education to meet needs and the implementation of the theory. This failure can be attributed primarily to the lack of attention to the actual methods of determining needs. It is imperative that every program area be involved in the determination of in-service training needs in ABE.

On the other hand, the accurate identification of training needs may not assure successful in-service training under present conditions. This is due primarily to the lack of training resources to meet the many different training needs. To illustrate this point, a model with three variables is presented on the following page.

| | Teacher | | Administrator | | Counselor | |
|---|---|---|---|---|---|---|
| | Experience | No Experience | Experience | No Experience | Experience | No Experien |
| Formal A.E. Training | | | | | | |
| No Formal A.E. Training | | | | | | |

This model identifies 12 possibilities for different in-service training needs. If we were to add the rural-urban and black-white variable to the model, the number of possible training needs would be greatly expanded. At present the universities and state departments of education do not have the time, capital or manpower to provide in-service training for specific needs. Therefore, it is safe to assure that in-service training programs will continue to present information on topics such as "How Adults Learn" or "Characteristics of the Adult Students" which serve general training needs rather than specific needs.

Another point which should be considered is the difference in planning training programs for experienced and inexperienced adult basic education personnel. Inexperienced ABE personnel may adopt new techniques and methods upon acquiring sufficient familiarity with the materials. For experienced teachers, you not only have to insure familiarity but convince them that it is better than the current practices being employed. In planning training sessions for experienced adult basic educators, one might want to study the stages in the adoption model, awareness, interest, evaluation, trial and adoption, and design the learning experiences to reflect these stages.

Moderator: I would like to make three observations before we put our subject before the house. I would like to acknowledge the higher education echelon and the state department officials here, that in conducting in-service programs the observation made by Dr. Rose of the 48 percent turnover is typical. Therefore one of our first needs, if not the first need, is that new recruits be oriented to adult education. If you do not render any other service to the local coordinator, come in and help him orient his new staff to the theories and practices of adult education, as they differ and vary from regular childhood education. You would render a great service.

Secondly, we would appreciate on the local level if you would point out to us and our constituency through in-service, the obstacles of adult learning. First, we have conflict of goals between the "pick-up" adult education teacher, and the recruited adult student. Generally the adult student is the returning student because of failures in his early educational life. Would you help us to overcome those failures? But a greater fear that we find existing between adult education teachers and adult education students is the fear of communication. I am advocating that you must be able to communicate with an adult student in a language or a grammar that he or she understands.

Next, help us to make our teachers understand that each adult student possesses a self image as he enters the classroom and that if this image is not the best for the general culture or the general social setting, not to try to take his self image and push it down the sewage pipe or the drain pipe, but to do a job of accepting him as he is, and then make a transformation to what he should be.

In conducting in-service training, please make it a learning experience and not a listening experience. I repeat that in conducting in-service training please make it a learning experience and not a listening experience. And last but not least, give to the group who appear for an in-service, some of those goodies that can only be accomplished by face-to-face approach, and not through any other means. This helps to eliminate the feeling that you're wasting my time, that you could have gotten this information to me through some other source.

Comment: I want to go back to the point which the students gave to Mrs. Mosley. I'm concerned about the first two: provide resource persons and consider what the consultants can offer. I'm not a local person, I work with university staff, but so often I think we have a terrific problem here in finding and selecting resource persons to bring to these persons who are hungry for information. So often we select the person to do the job, and the day before he is to come, he selects someone to come in his place. Then we have a great disappointment. One who had something to offer had another assignment and he has sent someone in his place. How do we take care of this problem?

Moderator: I think you gave one of the better answers, but there seems to me that we have a reliability factor there. We all are sympathetic to emergencies but I have found in cases where emergency was not the word, I just don't know the answer.

Comment: I think everyone here would agree with you that talking is not teaching and listening is not learning. I hope I'm going to be wrong on this, but my hunch is that 80 percent of the teacher training institutes are of the talking and listening kind. I guess I have two comments to toss out--is my estimate correct or is it hopefully too high. If it is even approximately correct, what must we do to begin practicing in in-service education what we taught in adult education theory?

Comment: I'd like to respond to that since my experience is positive. My experience is based on the workshop we conducted last summer. When we were working with reading, we actually had ABE students in this workshop that our participants could practice on. There was not a listening experience, they actually practiced this so I feel that your estimate is high.

Comment: There is a stimulus-response aspect to the situation that occurs in teacher training, which we haven't been willing to deal with; so many of our personnel have gone through traditional teacher training where the emphasis was listening respectfully to the professor and then repeating what the professor exactly said on this examination in order to get the credit you needed. When a person trained as an elementary or secondary school teacher comes into a teacher training experience, his expectation is that in order to be gratified by grades or credits, he is going to have to replicate that behavior for the class and indeed when he expects the professor to do it, he doesn't feel comfortable if he doesn't get that same behavior. If we continue to say, "this isn't what we expect of you," we expect more adult type activities and responses

from you that is the beginning of the change in the attitude that creates the role model we want in the ABE classroom itself. It takes a lot more courage in confronting the behavior on the part of the teachers than we've demonstrated in the training that we have provided for our personnel.

Comment: I heard a statement about who makes the better teacher, the elementary teacher or the secondary teacher, and I'm wondering if you might add another question. The adult basic education trainer who understands andragogy so she is away from the pedagogy, I would think that either one of those people if he has been trained in university work, could be an effective teacher of adults.

Moderator: In other words you're saying he needs this orientation to adult education. I would buy that.

Comment: I'd like to say, in all honesty, I wonder sometimes if the professor of adult education is confident in the andragogical approach. He can become very uncomfortable. Let me give you an example; you have an outline for every class period blocked out and your usual routine; you go into the classroom and you don't provide the usual lecture and a little discussion afterwards. You go in there with that outline and you precipitate through any number of means, techniques, devices, whatever, the discussion and maybe even some participation in terms of demonstration and, after the two hours or hour and a half before the break, you come back and have your discussion. In other words there's a discussion about what transpires. This is absolutely necessary because if you don't do it, when they leave that classroom that evening, if it is a two or three hour period, they don't think they've learned anything, they don't think you've lectured, they don't think you've been fair with them. At the same time they may have covered everything you would have said to them; how do you overcome this? The temptation for the professor, in my own case, and I don't want to speak for everyone else, is to lecture some in every class situation.

Moderator: I would be concerned there to this extent--that I am an old time antiquated believer in John Dewey philosophy that you learn to do by doing. That in whatever you're trying to get these teachers to learn to do, if you as a professor involve them in doing some of your presentation, I believe you can offer a better criticism on their errors, you can encourage them in their strong points.

Comment: And I don't disagree with this, but if you do this, Charlie, with part-time teachers who have gone through the school Charlie is describing, it's this feeling that I'm talking about.

Comment: I want to say that I think some people may be doing this thing, but I think on the other hand we have some people who are not practicing andragogy and are using evaluation performance on the basis of that. I think that this business of helping people break away certainly is a factor. I had a man stand up in my class this quarter and tell me in the course "...you're supposed to tell us what to do. That's why I paid my money."

## GENERAL SESSION V

The fifth session of the seminar was devoted to a continuation of state plan analysis. During this session state groups worked out differences and revised state plans for final copy.

## GENERAL SESSION VI

Mr. Frary Elrod, Acting Coordinator for Adult Education, Georgia State Department of Education presided over the final session of the seminar.

During the session Ed Brown presented final remarks, and a dialogue concerned with common threads in state plans and methods for further regional cooperation took place between Ed Easley, a seminar consultant, and Charles Kozoll, associate project director, ABE project.

### Remarks by Dr. Brown

As you know, I have been able to sit in on several of the state planning sessions. I have been circulating a good part of the rest of the time talking with individuals, not only about project administration and budgets and when I'm going to pay certain vouchers and how come certain of them got paid late and that sort of thing. I also was able to throw in a few comments and find out from additional responses that I can safely conclude that at this session we did meet the objectives we set Sunday night.

We do have organized, structured and written down a state system for delivery of staff development activities, which is what we aimed for. I'm also convinced, as a result of my conversations with everyone, that you buy what you developed. Everyone seems to be well satisfied with the kinds of compromises and kinds of descriptions that have resulted. I think this is probably the commitment we expected; in fact I'm sure of it. We'll know of course when we go into the activities next year whether or not this has been wholeheartedly accepted.

I'm just hopeful that each one of you as a representative of the planning group that is here from your state will go back and describe, interpret and, if necessary, defend the system you put together. Because obviously those that haven't had the experience of traveling through the project operation the past two years are going to be stuck with some of the provisions you have written in. And in many cases this is going to affect the activities of their own jobs.

Let me emphasize though what it is we have now. I think this is critically important if you have a system hopefully permanent for delivering staff development in your state. What you have here I don't consider--and I hope

you don't consider--a blueprint for activities only for the third year of the project. If it isn't there when the project leaves, the project will have failed and we will have wasted an awful lot of federal money. The plan you put together here, regardless of how general it was in its description or how specific it was in its description, is not the plan for your third year activities.

We're going to do that when we know how much funding we are going to get for our third year operation, and then of course it will be a matter of individually working it out with each state as they put funds into the activities that support the plan or the system for next year. These activities that will eventually be identified at that time will, of course, be primarily those to strengthen the resources that you created and resources you described.

These activities are going to be the instruments by which we can evaluate and you can see the success of your system. So the third year should include a variety of activities that will give you a chance to evaluate each of the elements and each of the communication lines that you have written into your plan. It might be that some of the states will attempt more and greater variety of activities than they ordinarily might have thought about in an attempt to be sure each element of the system gets its fair share of workout during the third year of the project when the federal funds are still there for the support. In other words, our activities and efforts during the third year should be to build quality into each of the resources that you have. I want to carry that one step further because to me the greatest implication of that statement is that this means activities for agency and staff self-improvement. This, I think, is the key to effective use or having an effective resource.

We still have one more job to face and one more task to tackle at this stage. We have neglected one important basic objective of the project and that was to evolve or develop a system similar to what you have in your states, or regional resource utilization. I think that hopefully we can get started on this task today and we can continue in terms of our planning committee meetings over the next year.

In terms of the kinds of activities operating in each state, we can use all of these kinds of activities operating in each state, we can use all of these kinds of activities as an impetus for looking more closely at a regional access. We need, and I think we owe it in terms of the project operation, to try developing a system for using, strengthening and possibly even creating regional resources.

This is the objective of this morning's session. Now, obviously, no state can afford a state training program when you have only one, two or only a few people involved in a specific activity. You can't bring in high level consultants and do this kind of training. When you develop it in terms of an eight state area and your two, three, four people turn out to be 20 to 30 or 40, then it becomes economically feasible to do the training. For example, if we have teacher trainers in three of the states and there are six or eight in each of the states, it's expensive to bring in someone to work with or set up a full

two-week summer institute to train the teacher trainers in any one place. However, if we had a regional institute for teacher trainers, it would spread the burden and it would also give other states a chance to assign personnel into that and possibly begin the creation of an additional resource for that state. In other words, through regional activities we can make training of small cadres of personnel economically practical. In terms of this kind of objective, I have no suggestions to make; I just don't know in what direction to turn. I can only look at what we've already done in the project and say, let's look at our own history, and see if there is anything there that could lead us into the new activities for the third year.

In our project, as I review our actions so far, we've looked at the needs of staff development, we decided on the resources necessary to meet them and we went off into a furious round of activity which met those needs on a piecemeal basis, and from this piecemeal experience at this session we built the state system. I don't know whether that's the kind of system that will work for building a regional system or not, but we need to look at it.

At this point let me add that we have had very few regional experiences. We've had more than any other region in the country, this I can guarantee you, but still in terms of the kind and number of experiences which led to the development of your state systems, we have had relatively little experience in this regional activity. Our most frequent one of course is what pre-dates the project history altogether, and that's the meeting of the state directors of adult education in the region over a period of four or five years. Incidentally I might comment that our planning committee sessions are divided into two pieces. We had the first day's meeting when we worked as a planning committee and were concerned entirely with project operation and project business. Then Bill Phillips and the state directors met as a separate group to work on the many other problems in ABE in the states. The state directors have been having this kind of experience since Bill Phillips has moved into the RPO office. In total, I think we've had ten or eleven planning committee meetings, and that's not too many.

We did have our institute for training teachers of the blind ABE students in Nashville. And five of the six states sent delegates to that institute. To my knowledge, all but one of those individuals went back and have been involved in classes, so that is probably one of our most successful institutes. However, we should have had at least one if not two or three of those things provided in terms of the needs that existed during this past year, and yet we offered it the first year and the process didn't carry through further to get it offered the second year. I'm ashamed that it didn't happen. This is one segment of the ABE population that has been pushed aside as far as I can see, in every state and every city in every region of the country.

As another regional experience, we've had two workshops, one on evaluation, which several of you attended, and we've had one on planning long- and short-duration in-service training sessions. This was a two-track affair where some persons were trained in terms of one-day seminars, how to plan, train, operate and evaluate, and others gained experience in two-week seminars, traveling side

by side. We have equated the two-week institutes with the regular short course offered on college campuses.

We've had one meeting of the staff development officers and of course this is the meeting that led to the developmentof the contents and elements that ought to be included in the state plans. This is only one, no telling how many we should have had with other kinds of capabilities that existed not only in the state department and local level, but also at the university level. I wish to goodness that we had had a meeting with the graduate students. I think we've got a lesson to learn from them, and we should have had one or two interaction meetings with them. We might have had some extremely good suggestions from them to make into this system of planning. They see things from a different perspective than we do who are so extremely busy in day-to-day activities that mean bread and butter to us.

The only other thing I can sight as a regional experience is our own four regional seminars and most of you have been to more than one of those. Three of those seminars were built on interstate interchange. We were attempting to identify and create an esprit de corps which, in the region, was a very low-rated objective. This one took a completely different pattern; we aimed for production and getting plans on paper as a culminating activity, which we have done. We do not have, in my opinion, at this point enough experience with interstate activity to warrant any kind of a deliberate effort to organize and structure a system. I just don't see that our background and experience are sufficient.

Hopefully, the objective of this session this morning is to begin the effort to describe or define the kinds of activities that will provide experience on which to base a system for access to regional resources and we need every idea we can get. I'm assuming on the basis of this, that you want to maintain a regional pattern. Again the kind of regional pattern will depend on the kind of system that we want to devise. But if we have made that basic assumption that you want to continue and maintain regional cooperative activity, then we have nothing to do but get busy with the task at hand. Let's get some experiences or let's get some way of identifying the kind of system that will work.

## Dialogue and Discussion

### Charles Kozoll and Ed Easley

Charles Kozoll: I think we have three tasks ahead of us this morning. What Ed and I will do is try to set a background for the exchange that we expect will take place in terms of regionalization and regional activities.

The first question concerns the sort of a mechanism that we have now, or that we want to create or strengthen that will enable the Southeast to continue to work together in cooperative training and development activities. I think you should look at this from a historical perspective, and just look around the room. There are many of you here who know everyone in this room and have

spent time in meetings with them; you have worked with them, you have been in national institutes and regional institutes together and you talk easily with each other, and you exchange ideas. There isn't the problem of finding out who this person is, where he comes from, and what he represents. We know each other, and we know that we can work together. The question is the mechanism we want to create to enable us to continue the cooperation that has already been evident.

The second task ahead of us is to get specific about the sorts of activities that we want to embark upon during the third year, that will lend specificity to the training and development that goes on within the states. This will enable people who perform similar functions in different states to get together on a more regular basis for very definite kinds of training. We've done some of it already and many of you, during the course of the year, have discussed with the SREB staff and among yourselves, certain things that you would like to see done next year that would aid your program. We've got some suggestions to make and I'm sure you've got a lot of them as well.

The third is to locate some of the unique activities that are being done in the states that we don't want to replicate in every case, but we want to build strong, so that the entire region can begin to use them.

I think you should look at them from this perspective that Ed mentioned on Sunday evening. We've set a pattern that a lot of other regions wish to envy. It's a very strong basis and strong base line from which to jump off into continued activities which a lot of different people will be interested in supporting; the federal government has in effect complimented the Southeast by saying we are going to support you over a period of time because we believe that you can construct a system for training. At this seminar, we have demonstrated that we have eight different systems for training, which all of the states are committed to operating. From those unique systems it is very easy to identify particular activities that should be conducted across the region that can strengthen those systems. I think this is the task at hand, the time that we are together now to lend specificity to those three questions.

Ed Easley: Chuck's remarks lead us into looking at the various levels of training efforts whether they be the state directors, university, local capability, state staff. We can begin to see a pattern by which the strengths of each portion of the eight states can be linked together to provide greater resources. We went through a list of them.

I would think that the major effort in regionalization would be the wise use of resources, understanding that within our region we still have limited resources for training.

None of us have all the resources we would like to have and to attempt to build within each state all of these resources will, first, be time consuming. We'll have a lot of our program go past us before we can build them. Secondly, it would be wasteful, because many of these resources are now developed and awaiting our use; all we need to do is plug into them. Maybe we

can think of differentiating this into levels now, how we see some of the resources that are available now, how they can be built upon for greater utilization, and how to get rid of the time lag.

Kozoll: Let me talk a little about the group that I've worked closest with this year, the university. One of the things that Ed Brown mentioned in his speech was that when the university programs were instituted in so many places, there was a tendency to replicate what were fairly traditional course patterns. And one of the things that you reacted to was the fact that so many of the course titles seemed to be the same thing all over the region. I mentioned this to the university people in discussion. A number of individuals have said: "alright, we have the same course title but we are doing a lot of different things in them." I think it would be a wise use of the resources at these various institutions, if it were possible for the university people to get together and exchange ideas on what actually is the content of their courses, what materials they are using, and what techniques are used in their programs. There can be an exchange of information across state lines.

In addition to that, certain institutions have moved forward very rapidly in certain specialized areas in this region and are a resource to those states. The two that I can think of are the strengths that we are building in the teaching of reading to adults in at least two places in the region, and in individualized instruction. North Carolina has joined the project this year and they have been a leader nationally in the use of learning labs.

How can we make those resource strengths available more easily across the whole of the Southeast?

Easley: Chuck, there is still another thing there...one that I can recall that Paul and I talked about the first time we came to Atlanta. It seems as though the wheel has turned full circle. At that time, we brought up the question of the uncommon need. The need that isn't generic to everyone's program, but a state director or maybe a group of state directors may find it very real and present to them. They may have to think in terms of a task force using the resources of specialized institutions to attack that problem. Often, what happens in the usual program is that the uncommon need gets treated one or two ways: either it's left uncovered until one day it pops up full blown and you have to institute a crash program to get to it; or else you try to build so many resources locally or within your state to handle it that you've wasted a great many resources. I'm giving you just one example of uncommon need: the development of classes of training. I'm sure the universities see this now, but it hasn't been brought out in focus, classes of training in between professional courses and the kinds of low level training, if I could use that term, that we give to aides or persons who are strictly ancillary to the program. The kinds of training programs tied in with certificate programs, AA degrees, the kinds of things for audio-visual specialists, and specialized people that we are now bringing into the profession. This is the kind of thing that possibly a regional task force could get to work on as the state directors uncover this need which has not been part of the regular program. They could call upon a combination of institutions throughout the region to attack that need using their special competencies.

Kozoll: I'd like to shift the discussion to a second group that's been involved in professional development, the state department of education staffs. Ed Brown has underlined the numbers of times the directors have met and worked with both the project staff and the regional program officer. There have been numerous occasions when state department staff have attended national institutes. They've had the opportunities of being at Florida State the last two years. On numerous occasions, we've seen that representatives from different state departments will be visiting institutes in various states; this exchange of personnel facilitated by the contact directors have among themselves, recommending that one or more persons attend a certain training session. The question now is the types of additional in-service training the state department staffs may want to define for themselves as a group, that they can carry on through regional activities and facilitate within their states. I think Frank Commander and Harry Frank talked about them yesterday, and we can lend something to them. During the year several representatives of departments have talked about the sorts of training they would like as members of state departments.

Easley: I would like to hitchhike onto that. One of the major efforts of regionalization should be the linking of the state staff in various states of the region to the network we've been developing with professional university resources. One of the ways I see them moving in regionalization is that the state director will be meeting to see the needs of the region in general program administration, but the state staff will begin to look at this specific area of staff training as drawing upon all the institutional capabilities. You've been doing that to a large extent when you come to these meetings. You begin to plug in your people who need specialized help, but a structure for that I see evolving in the state staff, possibly beginning to have some sort of inter-state data bank of institutional resources and training capability.

Kozoll: I wanted to raise the question about what can exist for local coordinators and indeed local teachers as part of regional activities. I think we all recognize the very significant contribution that the presence of local directors has made to all of our regional seminars. In truth, they've served as a reality check on so many of the discussions because they are the ones that have contact with the teachers and with the programs on a regular basis. They are very important members of every state planning group. The question is: what is it that the local directors can do across the region? And in this respect, regionalization doesn't mean all eight states. Regionalization can mean sections of two states whose borders are contiguous, someone from north Georgia and southern Tennessee or western Georgia and eastern Alabama, or any combination thereof. The mechanisms by which directors from programs in areas that are very close can get together, the ways in which directors can keep abreast of national changes in the field and can benefit through contacts across the states either from purely information exchange or some fairly specific training that they might want.

Easley: As we talked last night, we also saw local directors (when they become involved in the regionalization process and had been in these seminars) begin to break free from what I call the ceiling and that is that we have sort of an ordered list of priorities, often which we develop within our own states.

With this list of priorities we can continue to look at the same priorities and begin to move not necessarily through all eight states, but as Chuck said, in areas that are quite similar. I'm always thinking how the teacher in Rossville is only a quarter of a mile from the teacher in Chattanooga. When these two teachers begin to get together, the local directors begin to reorder their priorities, and begin to see the kinds of needs, particularly training needs, in lights which often are a different facet of the same program. That kind of new horizon that local directors can get is often greater there than it would be in an attempt to have a regionwide institute. We're going to try looking at new priorities and a continuous system of interchange on local basis which began to develop a system by which their priorities, their concern and their training needs would be better put into focus.

Kozoll: There's another side to this and I think it is sort of interesting in terms of the way other regions in the United States have come to the Southeast for suggestions. Ed Brown, Preston and I have participated in meetings with people in other parts of the country, and they said how did you go about doing what you've done in the Southeast? Can you help us to do it, and then they'll start about their regional problems in communication, they say you've got to develop these communication linkages that we have in the Southeast in order to get to the first base of working together. There are local programs that are similar in different states and some of them are at the same point in progress and some of them are at different points in progress. If we can identify some of these similarities in programs and begin to exchange information among these directors as to their practices, perhaps facilitating visits among programs in different parts of the Southeast, this will enable the local directors to see that what's being done in different areas will broaden the perspective of the individuals involved.

Easley: One idea that surely deserves some thought is exchanging capabilities vertically. I'm thinking that there can be within this region two states, let us say, that are contiguous. One might have a very well-developed university resource, where the other state would begin to plug in much of its training through a cooperative manner into that state's institution of higher learning. At the same time, the other state may have a very well-developed local capability program which the other state may draw upon. The ways in which you can creatively use regionalism are immense, they're unlimited, and I think we can identify now the patterns by which states could effectively use their higher education capability in assisting other states, without having to pour in great numbers of resources into those institutions. At the same time they might be drawing from the other state which has spent a good deal of its time developing its local capability or its state department's effort. We would begin to get the kinds of linkages which would be profitable to both and particularly save resources. If your resources are limited, this is the best way to go, beginning to link both horizontally and vertically.

Kozoll: I think that we've said basically what we want to say, leading into a general discussion, and now I think we can devote some time to your reactions and, the sorts of things that you want to suggest and begin organizing to do. Frary, it's open for reactions and discussion.

Frary Elrod: Does anyone have any remarks? Reactions?

Question: I'd like to know SREB's attitude toward this project, and whether there is any policy on continuing it or, if there is no policy, where do we stand with SREB?

Ed Brown: At the present point, there has been no thought or consultation on it. We're a three-year project, not quite into its third year, and this has not been raised as an issue. I'm sure it will be relatively soon. It's unfortunate that this system creates work loads, peak work loads, and so there is only a short period of time during the year where you are not buried under tons of paper processing. You just don't have time to move in peripheral areas. For example, you close out one project year while you're getting ready to negotiate for the next. You start every year as a brand new project without any pre-claim on funding, even though initially we're described as a three-year project.

Kozoll: Well, Jim, there's another face to this that I'd like to indicate. I don't know how much you know about SREB, as a creation of the Southern Governors Conference, an educational arm that's supported by state funds partially, and by grants to operate special projects. Up to about five or six years ago, SREB was primarily research oriented and heavily involved in higher education alone. Since that time, it has moved into many more action type projects. As Bill O'Connell described them on Sunday night, you see a very broad range of activities in which SREB has been involved initially, with a time commitment of one or two years. But as the need becomes apparent and the constituency within the states dictates, SREB decides that this is something that they should stay in over a long period of time. This has certainly happened with the internship and research development project that SREB runs, with a lot of their mental health work, in continuing education for people in the medical profession, with the work they've done in nursing, nursing education, and it will probably be true of the activities they've just gotten into in day care. While SREB doesn't have a policy on adult education, certainly it's still in the process of development, but as an organization that's very responsive to states, to governors, to legislators, to university presidents and deans, the weight the voice of the constituency from within the states can exercise on the leadership of SREB really tells the tale as to how much they get involved. I don't think I have to draw this out any clearer as to how SREB would move from information on the states, in terms of a belief that it's important for them to stay in the adult education field.

Comment: I think we have to make this as the one real outstanding objective for the future. To really make it an objective is to get the involvement of SREB. It doesn't mean just from the regional office; it means individual states that are contributing to the SREB project will have to be sold before they even get down here to discuss it on the regional level. I'd like to know those representatives who are members of the legislature and members of the governor's staff and also the university level people.

Comment: Another problem that I'd like to mention here is one that I've known a long time and have seen popping up more and more in this meeting--yesterday it was referred to by the university professor. It seems that this program is going to be in the university just as long as we have a few dollars. These universities are interested in hundreds of thousands of dollars and they kind of bypass you. It's almost impossible for the state department level to get in to talk to them. And university professor, it's almost impossible for him to talk to the dean or the vice president or president. What we need, and we missed it I'm sure before, is not having whoever is in charge of this university meet with SREB and orient him to this program.

Comment: But you know, that's an excellent argument. That's one that Chuck and I were talking about last night, but we didn't think we should bring up, and that is if you're going to involve the deans, it's good if it has to be done on a regional basis.

Following the general discussion that evolved from the dialogue between Charles Kozoll and Ed Easley, several points were made regarding future status of the project. The specific question of how the state directors feel about the continuance of SREB involvement in ABE beyond the final project year was addressed to Jim Fling, the chairman of the state directors group.

Mr. Fling indicated that all of the state directors had the feeling that the project had been successful. He pointed out that this project has done more to strengthen adult education in the region than any other effort. Consequently, Mr. Fling stated that the project should be retained beyond the third year in an effort to further develop and strengthen adult basic education in the Southeast region.

Mr. Jim Dorland, executive director of NAPCE, offered the resources of his organization in a coordinating manner to the region and to the state directors in the event that SREB does not become involved in ABE activities beyond the third year.

The final session of the seminar was concluded with a wrap up by Dr. Paul Sheats, senior consultant to the SREB ABE project. His remarks follow.

I think if you were trying to pick a central theme for this seminar and those that preceded it, I'd pick the words "team-building," and I'll define my term. You see team-building as a process by which a group of people are already engaged in a working relationship, act consciously to make that relationship more effective. Isn't this what we've been doing? And I think you can take this at each of the levels we've talked about.

At the community level, at the classroom level, you were saying yesterday; the panel people were saying that unless we build on the kind of learning process in the classroom, and practice what we preach as adult educators, we've really missed the boat. And I think this means the sort of thing that Carl Rogers has

been talking about; (maybe he goes a little too far for most of us). He said in this new Freedom To Learn you can't teach anybody anything, you can only be part of a learning team. Sometimes we're teachers and sometimes we're learners. And the roles interchange depending on the kind of contribution required to achieve the group task. This is what I mean by building, by team-building, beginning at the classroom level and moving up to community involvement. I mentioned that the other night, the need for getting people involved in terms of utilization of community resources, relating the programs to community action and community development types of projects. I think you can carry it on up to the state team level. I've come to have great admiration for the leadership you have not only in the project office, but among your state directors and their people who have been working for professional improvement. This is a tough job. You are conscious of the fact I'm sure that the kinds of pressures that operate at the state level on the state team or at the regional level on the project staff make it extremely difficult to pursue consistently the kind of philosophy that's represented in the team-building efforts and all of the other meetings that have been a part of the project.

Finally, there's the problem of regional team-building, and this is the one you've written your own summary on this morning. I think the evidence is pretty clear, certainly it is to me, as someone from outside the state, that my commitment to continuing the program, that it is worth fighting for and that you will fight for it because the values that you've already realized from it are values which need to be preserved. This basic idea of team-building involves sharing, and I think sometimes you know we think it's like cutting up a pie. Well, it isn't, because there are no limits to the sharing process. You demonstrated yesterday morning the resources you have across the state lines in those panels, as our professional team did at New Orleans when they had the session.

Remember the panels there and the material that came out in published form. All of these things would not have happened if there hadn't been the bridges built as a result of the project, which enabled you to get the inputs from teams, from people who have experience that they're willing to share, and that you want to share with them. It's a concept of an ever-developing set of concentric circles which the sharing process permits, which it seems to me makes it so important to hold on to the values you've realized from your efforts in these first two years.

The session and the seminar was then adjourned.

# APPENDIXES

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### Alabama State University

Dr. Marshall Morrison (Faculty)

Mrs. Pearl Jackson (Graduate Student)

### Auburn University

Dr. Harry Frank (Faculty)

### Local Program Representatives

Mr. Robert Walden
State Department of Education
Montgomery

Mrs. Voncile Lackey
ABE Local Helping Teacher
Mobile Public Schools
Mobile

Mrs. Bobbie L. Griffin
Coordinator of Adult Education
Huntsville City Board of Education
Huntsville

## Florida

### State Department of Education

Mr. James H. Fling
Mr. Charles Lamb

### Florida A & M University

Mr. Edgar Fenn, Jr. (Faculty)
Dr. Arthur Madry (Faculty)

Mrs. Marion Foster (Graduate Student)

### Florida Atlantic University

Dr. Arthur Burrichter (Faculty)

### University of South Florida

Dr. Robert Palmer (Faculty)

Mr. Robert C. Roberts (Graduate Student)

Local Program Representatives

Mr. Anthony L. Adolino
ABE Staff Development Coordinator
Broward County Schools
Fort Lauderdale

Mr. Thomas Scaglione
ABE Staff Development Coordinator
Adult Education Center
Hillsborough County Schools
Tampa

Mr. Lawrence Ady
Coordinator of ABE/AE
Orange County Schools
Orlando

Mr. Harvey L. Wilson
Coordinator ABE/AE
Leon County School Board
Tallahassee

## Georgia

State Department of Education

Mr. Frary Elrod
Mr. Harry King

Mr. Tommie C. Fuller
Miss Polly Claiborne

University of Georgia

Dr. Curtis Ulmer (Faculty)
Mr. Frank Commander (Faculty)

Mr. Donald J. Kaple (Graduate Student)
Mr. Charles Bowen (Graduate Student)
Miss Margaret Gregory (Graduate Student)

West Georgia College

Dr. James LaForrest (Faculty)

Georgia Southern College

Dr. M. Brent Halverson (Faculty)

Albany State College

Mr. Robert L. Marshall (Faculty)

Local Program Representatives

Mrs. Anne M. King
Coordinator, Adult Education
Baldwin County
Milledgeville

Mr. B. B. White
Coordinator, Adult Education
Albany

## Kentucky

State Department of Education

Mr. Robert Pike
Mr. Harry Baker

Kentucky State College

Mrs. Nancy Carter (Faculty)

Morehead State University

Dr. Harold Rose (Faculty)

Mr. C. J. Bailey (Graduate Student)

Western Kentucky University

Dr. Wallace Nave (Faculty)

Local Program Representatives

Mr. Roseman Anderson
Adult Education Coordinator
Lexington

Mrs. Edith Hayes
Adult Education Coordinator
Lexington

Mr. Curtis Whitman
Adult Education Program
Lexington

## Mississippi

State Department of Education

Miss Bonnie Hensley

Jackson State College

Mrs. Katherine Mosley (Faculty)

Miss Jo Ann Malloy (Graduate Student)

Mississippi State University

Dr. Don Seaman (Faculty)

Mr. Gene Turner (Graduate Student)

University of Southern Mississippi

Mr. James R. Layton (Faculty)

Local Program Representatives

Mr. Jack Shank, Dean
Continuing Education
Meridian Jr. College
Meridian

Mr. Robert L. Grimes
Adult Education Coordinator
Houston

Mr. Wylie Wood
Supervisor of Adult Education
Itawamba Junior College
Tupelo

## North Carolina

### State Department of Education

Mr. Charles Barrett

### Elizabeth City State University

Mrs. Hazel Small (Faculty)

Mr. Tom Dudley (Graduate Student)

### Appalachian State University

Dr. Nathaniel H. Shope (Faculty)

### North Carolina State University

Mr. Ron Shearon (Faculty)

### Local Program Representatives

Mr. William Harrell, Director
Adult Basic Education
Roanoke-Chowan Technical Institute
Ahoskie

Mr. C. Stewart Kirby, Director
General Adult Education
Caldwell Community College and
Technical Institute
Lenoir

## South Carolina

### State Department of Education

Mr. Frank Hardin
Mr. William A. Smith

### University of South Carolina

Mr. Robert Snyder (Faculty)

Mrs. Judy Smith (Graduate Student)

### South Carolina State College

Dr. Gabe Buckman (Faculty)
Mr. Allen Code (Faculty)

### Local Program Representatives

Mr. Charles Thompson
Coordinator, Adult Education
Sumter School District No. 17
Sumter

Mr. Dalton Ward
ABE Coordinator
Orangeburg, South Carolina

Mrs. Hazel Hall
Dean of Adult Education
Greenville Technical
Greenville

## Tennessee

### State Department of Education

Mr. Charles F. Kerr
Mr. Charles L. Bates

### Memphis State University

Dr. Donnie Dutton (Faculty)

### University of Tennessee at Knoxville

Dr. John M. Peters (Faculty)

### Tennessee State University

Dr. Mildred Hurley (Faculty)

Mrs. Dorris Williams (Graduate Student)

### Local Program Representatives

Mrs. Margaret C. Smiley
Supervisor of ABE Program
Polk County Schools
Benton

Miss Deotha Malone
Supervisor of Adult Education Program
Sumner County Schools
Gallatin

Mrs. Hazel Parker
Adult Basic Education Supervisor
Memphis

# A G E N D A

# A N D

# S T A F F

## FOURTH REGIONAL SEMINAR

SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

Stone Mountain Inn
Stone Mountain Park, Georgia

May 1-5, 1971

The Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board is funded by a teacher training and special project grant under Sections 309b and 309c of the Adult Education Act of 1966.

Saturday, May 1

| | |
|---|---|
| 10:00 a.m. - 12:30 p.m. | Staff Meeting |
| 12:30 p.m. - 2:00 p.m. | Luncheon Break |
| 2:00 p.m. - 5:00 p.m. | Staff Meeting continued |

Sunday, May 2

| | |
|---|---|
| 10:00 a.m. - 12:30 p.m. | Staff Meeting continued |
| 2:00 p.m. - 6:00 p.m. | Registration--Lobby |
| 5:00 p.m. - 6:30 p.m. | Buffet Dinner Available |
| 7:00 p.m. - 9:30 p.m. | Reception and Opening Session<br>Carillon Room |
| Presiding: | Mr. James Fling, Chairman<br>National Council of State Directors<br>of Adult Education |
| Welcome: | Dr. William R. O'Connell, Director<br>Special Programs<br>Southern Regional Education Board |
| Introduction of Regional Office of Education Staff: | Mr. Bill Phillips<br>Regional Program Officer--Adult Education<br>U. S. Office of Education |
| Greetings: | Dr. Jack Martin<br>Regional Commissioner<br>U. S. Office of Education<br>Atlanta, Georgia |
| Introduction of State Directors: | Mr. Norman Parker--Alabama<br>Mr. James Fling--Florida<br>Mr. Frary Elrod--Georgia<br>Mr. Ted Cook--Kentucky<br>Mr. J. C. Baddley--Mississippi<br>Mr. Charles Barrett--North Carolina<br>Mr. J. K. East--South Carolina<br>Mr. Charles Kerr--Tennessee |
| Introduction of Staff and Consultants: | Dr. Paul Sheats, Senior Consultant<br>ABE Staff Development Project<br>SREB |

The Task Before Us--
Accomplishments and
Requirements: Dr. Edward T. Brown, Director
ABE Staff Development Project
SREB

Monday, May 3

7:00 a.m. - 8:45 a.m. Buffet Breakfast Available

9:00 a.m. - 9:30 a.m.

Presiding: Norman Parker, ABE Coordinator
Alabama State Department of Education

Setting the Task: Paul Sheats
Lee-Jackson Rooms

9:30 a.m. - 12:30 p.m. Session One
State Plan Analysis

| State | Presiding | Consultant | Room |
|---|---|---|---|
| Alabama | Norman Parker | Robert Luke | Lee |
| Florida | James Fling | Edward Brown | Fling's Room |
| Georgia | Frary Elrod | Charles Kozoll | Lee |
| North Carolina | Charles Barrett | To Be Announced | Barrett's Room |
| Kentucky | Ted Cook | Preston Torrence | To Be Announced |
| Mississippi | J. C. Baddley | Paul Sheats | Jackson |
| South Carolina | J. K. East | Ed Easley | Jackson |
| Tennessee | Charles Kerr | James Dorland | Kerr's Room |

(Coffee Available at 10:45 a.m. -- Lee Room)

12:30 p.m. - 2:00 p.m. Buffet Luncheon and Announcement of
Afternoon Tasks
Carillon Room

2:00 p.m. - 5:00 p.m. Session Two
State Plan Analysis--Continuing Assignments

(Soft Drinks Available 2:45 p.m. -- Lee Room)

5:00 p.m. - 6:00 p.m. Open Staff Meeting
Room To Be Announced

Tuesday, May 4

7:00 a.m. - 8:45 a.m. Buffet Breakfast Available

9:00 a.m. - 8:30 a.m.

Progress Review: Paul Sheats
Lee-Jackson Rooms

9:30 a.m. - 12:30 p.m. Continuing Assignments
State Plan Analysis

| State | Presiding | Consultant | Room |
|---|---|---|---|
| Alabama | Norman Parker | Edgar Easley | Lee |
| Florida | James Fling | Paul Sheats | Jackson |
| Georgia | Frary Elrod | James Dorland | Lee |
| North Carolina | Charles Barrett | Charles Kozoll | Jackson |
| Kentucky | Ted Cook | Robert Luke | To Be Announced |
| Mississippi | J. C. Baddley | Edward Brown | To Be Announced |
| South Carolina | J. K. East | Preston Torrence | To Be Announced |
| Tennessee | Charles Kerr | To Be Announced | To Be Announced |

(Coffee Available 10:45 a.m. -- Lee Room)

12:30 p.m. - 1:30 p.m. Buffet Luncheon and Announcements
Carillon Room

2:00 p.m. - 5:00 p.m. Resource Panels
Lee-Jackson Rooms

Presiding: Charles F. Kerr
Coordinator of Adult Education
Tennessee State Department of Education

Panel 1 The problems related to the involvement of higher education personnel in local ABE programs and what benefits have been realized as a result of higher education involvement

Moderator: Dr. Arthur Burrichter, Assistant Professor
Florida Atlantic University

Panelists: Miss Bonnie Hensley, Consultant
Adult Education Division
Mississippi State Department of Education

Mr. Robert Marshall
Coordinator of ABE Training
Albany State College

Dr. Robert Palmer, Assistant Professor
Department of Adult Education
University of South Florida Tampa

| | |
|---|---|
| Panel 2 | The in-service training needs of state supervisory staff in relationship to their roles and responsibilities in staff development |
| Moderator: | Mr. Charles Barrett, Director<br>Adult Education Division<br>North Carolina Department of Community Colleges |
| Panelists: | Mr. Frank Commander, Instructor<br>Department of Adult Education<br>University of Georgia |
| | Dr. Harry Frank, Assistant Professor<br>Adult Education<br>Auburn University |
| | Mr. Ted Freeman, Program Coordinator<br>Office of Adult Education<br>South Carolina State Department of Education |

(Soft Drinks Available 3:00 p.m.)

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|---|---|
| Panel 3 | How in-service training for local ABE personnel can more adequately meet the needs of ABE teachers and administrators |
| Moderator: | Mr. Charles Thompson<br>Adult Basic Education Coordinator<br>Sumter, South Carolina |
| Panelists: | Mrs. Katherine Mosley, Assistant Professor<br>Jackson State College |
| | Dr. Harold Rose, Assistant Professor<br>Adult Education<br>Morehead State University |
| | Mr. Tom Scaglione<br>Hillsborough County<br>Adult Education Center<br>Tampa, Florida |
| 5:00 p.m. - 6:00 p.m. | Open Staff Meeting<br>Room To Be Announced |

Wednesday, May 5

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|---|---|
| 8:00 a.m. - 8:45 a.m. | Buffet Breakfast Available |
| 9:00 a.m. - 12:30 p.m. | General Session--Regionalization<br>Lee-Jackson Rooms |
| Presiding: | J. K. East, Director<br>Office of Adult Education<br>South Carolina State Department of Education |
| Common Threads in State Plans: Methods for Further Regional Cooperation: | Ed Easley<br>Bill Phillips<br>Charles Kozoll |
| Reaction Panel: | Norman Parker<br>James Fling<br>Frary Elrod<br>Ted Cook<br>J. C. Baddley<br>Charles Barrett<br>J. K. East<br>Charles Kerr |

(Coffee Available 10:45 a.m.)

| | |
|---|---|
| 12:30 p.m. - 1:30 p.m. | Buffet Luncheon<br>Carillon Room |

(NOTE: Checkout time is 2:00 p.m.)

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|---|---|
| 1:30 p.m. - 3:00 p.m. | Closing Session<br>Lee--Jackson Rooms |
| Presiding: | Edward T. Brown |
| 3:00 p.m. - 5:00 p.m. | Staff Meeting |

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